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ABSTRACT

A review of the status and role of English use and instruction in Austria, where English has the status of first foreign language, is presented. The following topics are reported on: (1) general usage; (2) English in the educational system, including a description of programs at all levels with some emphasis on vocational education; (3) the qualifications, supply, training, and recruitment of English teachers; (4) the availability of instructional and audiovisual materials; (5) educational administration in relation to English instruction; (6) development and planning for English instruction; (7) English instruction outside the educational system; (8) British, American, and other external support for English instruction; (9) commercial and creative publishing opportunities; (10) current research; and (11) other information sources. It is concluded that recent developments in educational administration may be beneficial to an already strong English language instruction situation in public and teacher education, despite traditional rigidity and scepticism about educational change. (MSE)

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ENGLISH TEACHING PROFILE

Country: Austria

Date: November 1985

1. ROLE AND STATUS OF ENGLISH

English is the first foreign language of Austria, easily understood by most educated people (especially those under fifty) and used extensively in diplomatic and social circles that entail an international dimension, in professional activities that are not primarily concerned with the German-speaking world, in commercial enterprises that are involved with export and in Austria's immensely important tourist industry. As elsewhere in Europe, but in a muted form, youth culture accepts English as the language of pop songs, T-shirts, graffiti and advertisements. It is not the medium of instruction at any level of the state education system.

English is used as a study language in various branches of tertiary education. Much of the technical and scientific literature used in research is available only in English. Many university dissertations are written in, or translated into, English. In the English Departments of the universities, lectures on literature and linguistics are frequently given in English.

Vienna is conscious of its central position in Europe. Where it was once the seat of the Habsburg Emperors it is now the home of a number of international agencies and United Nations organizations. The International School provides education for the international community using English as a medium.

Commercial organizations use English very frequently and it is the most commonly used foreign language in international communication. In international air traffic it is the normal medium of communication. There is one radio channel in Vienna which is predominantly in English,

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Pre-primary and primary education

Pre-school classes had been tested for about ten years before they were incorporated into the regular education system in September 1983. The purpose of these classes is to help school-age children who are not yet mature enough to deal with their difficulties. For these children, pre-school classes are compulsory although other children reaching the age of six by December of the current school year may also join the classes.

Primary schooling in Austria starts at the age of six and lasts till children are ten. One foreign language is now compulsory in the third and fourth grade of Volksschulen (primary schools) so that English is first taught at the age of eight. English is taught for one hour per week, often as two half hours.

English language teaching at primary school level is aimed at motivating children to learn the language and at paving the way for communicative skills in English. Communication is experienced in connection with situations and activities (e.g. songs, games, puzzles) which children enjoy.

At the end of primary school, children should be able to understand simple remarks and to express themselves in simple terms (to greet, say goodbye, invite, ask, suggest, get information, express approval or dislike, express feelings, etc). Activities in reading and writing are almost negligible, while oral skills (pronunciation, communication) are stressed.

Recorded material, as well as other teaching aids (overhead transparencies, wall pictures, flip charts, etc) are used with all textbooks. The course-books have to be selected from the official list of approved books, the most popular among teachers being Look and Speak new edn by Karl Hirschbold, Roswitha Gullner and Gertrud Wirgler and 1,2,3 - Go new edn by Günther Gerngross, Hans Pilz and Josef Rohrauer, both published by Oesterreichischer Bundesverlag.

The syllabus for primary schools only constitutes a framework to be filled in by the teacher. Thus limited shifts of subject matter and additional content are possible.

Secondary education

Compulsory secondary education

a. Secondary general schools (Hauptschulen, age 11-14)

English language teaching at Hauptschulen is aimed towards instilling certain communicative skills which will enable the pupils to act and react correctly in appropriate everyday situations. Interest in literature as well as in the life and customs of English-speaking countries is to be stimulated. Until recently, pupils at Hauptschulen were admitted to two streams, separating more or less-able children. Based on the 1982 amendment to the School Organization Act, the Neue Hauptschulen will come into effect in September 1985 starting with the first forms. The core of this reform package is the reorganization of the Hauptschulen. The main innovation is the discontinuation of the two streams (where English was not compulsory in the second stream) and the introduction of one standard class for all pupils. For three compulsory subjects, German, mathematics and 'one foreign language' (English in fact), three sets will be distinguished according to the levels of achievement in these subjects. Thus, for the first time in Austrian educational history, all pupils will be receiving instructions in the English language. These innovations will affect almost 80% of all 11 to 14-year-olds. Transfer into upper-level secondary schools will also be much easier for gifted children at Hauptschulen.

English (including general information about English-speaking countries) is taught for five hours a week in the first year at Hauptschulen, four hours a week in the second year and three hours a week each in the third and fourth year.

b. Pre-vocational schools (Polytechnische Lehrgänge)

Pupils who in their ninth year of compulsory schooling neither attend a medium-level nor upper-level secondary school (nor have remained an additional year at Hauptschulen because of poor results) have to attend the Polytechnischer Lehrgang which comprises a single grade and is directed towards practical life and the world of work. At present, English may be studied at such a school as an alternative compulsory subject or as an optional subject. It is planned that English should become a compulsory subject, probably from 1989 onwards, when all pupils leaving Hauptschulen will have studied English there.

One of the latest course-books used at the Polytechnische Lehrgänge is Off We Go by Hubinger and others, published by Stocker Verlag.

Schools leading to higher education (with Matura)

a. Secondary schools providing general education (Allgemeinbildende Höhere Schulen), AHS, age 11-18 or upper form only.

These schools branch off into many different specialized types of school after the first two or four years, according to the syllabuses which nevertheless have a common core. A number of compulsory subjects is common to them all and one of them is 'one foreign modern language'. English is taught for eight years. Literature is not a special subject (although it can be chosen as an additional optional subject from the third grade of AHS onwards) but both literature and cultural background instruction are considered to be essential parts of teaching English (and have often been stressed at the expense of oral skills - although there is a trend now towards more communicative skills). At the lower level, short extracts or simplified readers are used. From the fifth grade onwards (age 15) literature is taught not only with original works read and discussed in class, but also with lists of books to be read by the students at home, preparing them gradually for their final examination. Some British authors on an average AHS-student's reading list are: Shakespeare, Shaw, Wilde, Orwell, Greene, Priestley, Pinter, Golding, Maugham, Huxley, Drabble (American and Australian authors are also included).

Teachers choose their course-books from the centrally approved list of books but other teaching aids are available: audio-visual material, films and drama performances in English, material compiled by the teacher, students' exchange, pen-friends, additional native speakers (assistants).

Books which are not yet approved are tried out in pilot projects in schools. This was the case with 'Kernel Lessons' which then became an approved course-book.

Beginning in September 1985, the syllabus for English at the lower level (11-14 years) of AHS schools will be very much like that in the highest set at Hauptschulen. The aim at the lower level is to enable the students to understand straightforward spoken and written English in main subject areas and to express themselves in writing and orally, in straightforward but correct English with a pronunciation modelled after the colloquial language of an educated native speaker. Furthermore, the culture and way of life of English-speaking countries are introduced to the student.

In the first grade of AHS, English is taught for five hours per week, in the second grade for four hours, in the third and fourth grades for three hours per week. Written tests under examination conditions (Schularbeiten) are carried out four times a year in the first grade and six each in the second, third and fourth grades.

At the upper level (15-18 years), knowledge and skills acquired so far should be developed and widened, enabling the students to understand a wide range of spoken and written English and to operate fluently in writing and speech. Students should lay the foundation for using English in future for their studies in a specific area if necessary and for participating in the cultural, technical and economic life of English-speaking countries should this be required of them. The encounter with major works of English literature is regarded as an important means of developing the student's personality.

Throughout the upper forms, English (including literature, history, the culture, way of life of English-speaking countries) is taught for three hours per week. There are six Schularbeiten in the fifth, sixth and seventh grades each, with one of them being a two-hour paper in the sixth grade and in the seventh grade two of them lasting three hours; in the eighth grade there are three Schularbeiten, two lasting two hours and one of three hours. English literature in the upper grades is taught more extensively starting in the fifth grade with shorter works or extracts from modern authors; in the sixth grade nineteenth and twentieth century literature and some extracts from Shakespeare; in the seventh grade nineteenth century literature and also scenes from Shakespeare; and contemporary literature again in the eighth grade.

The school-leaving exam (Matura) which the students take after successfully completing the eighth grade also serves for university matriculation. The written Matura in English lasts for five hours and there are two possibilities: the students may either have to write an essay (choosing one of three topics) or may have to interpret a prose text.

Some typical topics taken from the 1984 Matura at an AHS in Vienna (three different classes) are:

1. The chief problems my generation will have to solve - if we want to survive.

2. Is democracy just a special form of government?

3. 'At the best we live our lives on loan,
   at the worst in chains' (Christopher Fry).
   And what are your ideas on life?

1. Prominent authors gave, in their utopias, pictures of a terrifying future. Choose two novels and show how science and technology influence society, human life and the political system.

2. The Olympic Games are supposed to be a festival dedicated to international friendship and the amateur ideal. Is there any link between today's Olympics and this original idea?

3 Four things cannot be called back: a spoken word, a fired bullet, the past and a missed opportunity.

1. **Do you feel happy with the role in society which your sex has more or less fixed for you?**

2. Like the scorcerer's apprentice, we are acting upon dangerously incomplete knowledge. Illustrate.

3. The only way to get a hearing is through violence. Consider this statement especially with regard to the race problem.

Each tender has to present a number of topics to the Matura Examination Board and three of the topics are then approved.

Those who 'take the Matura in English' - i.e. the oral examination (students have to take three oral examinations out of a group of subjects) which lasts up to fifteen minutes - must be prepared to answer questions not only about works of literature on their reading list (about ten to twelve books) but also from the wide field of the cultural, geographical, historical and general background of Britain, the USA and other English-speaking countries. As mentioned before, the Matura is set by the teachers of the schools in which the students have been prepared.

b. Vocational secondary schools (Berufsbildende Höhere Schulen , BHS, age 14-19)

These are upper-level secondary technical and vocational schools and the prerequisite for admission is successful completion of either the Hauptschule or the lower forms of AHS and the passing of a nationwide standardized aptitude test for each type of school - of which there is a great number. The most important branches are the technical and commercial professions, tourism, domestic and catering occupations, agriculture and forestry.

English is taught with the aim of enabling the students to communicate orally and in writing in everyday language and in their specific occupational field. Translations from the special field taught at a given type of school are an essential part of the training. Literature plays a minor role but the cultural background of Britain and the USA, including trade, commerce and industry, is studied. Throughout the five-year course English is generally taught for two hours per week (some schools, for example those specializing in tourism, have more hours per week).

Apart from the textbooks chosen from the list of approved books, the teacher, just like his colleagues at AHS, uses a great deal of additional teaching material and other teaching support.

At BHS the regulations for the Matura vary a great deal between the various types of school because of the wide range of occupational subjects offered. The general outline demands that the written Matura in English is to last for four hours. In many cases it will consist of a translation into German of 270 to 320 words, the text taken from relevant literature, essays or newspapers. In addition three to four business letters dealing mainly with technical subjects or foreign trade have to be written.

To give an example, the written Matura in English at a Handelsakademie (High Commercial School) lasts for five hours and consists of:

1. Translation of a text of about 200 words into German with an economic/commercial theme and of intermediate difficulty.

2. Treatment of an economic or socio-political subject according to structured questions in English and based on material such as statistics, maps, prospectuses.

3. Writing of three business letters (or two letters and two telexes) dealing with foreign trade. The instructions are given in German.

Here are two examples of tasks set under the second heading:

i. Study the statistics below and answer the following questions:

Outline the trends in consumer behaviour in Austria between 1950 and 1981.

Outline the trends in consumer behaviour in Britain between 1964 and 1978.

Can you discern any similarities or differences in the consumer spending patterns of the two countries?

What could be the reason for the changing proportion of consumer expenditure on foodstuffs?

Or:

ii. Study the table below and answer the following questions:

Compare the leisure activities of the professional and managerial group with those of the semi-skilled and unskilled group (where is there not much difference, where are there considerable differences? How would you account for these?)

Discuss the extent to which the British seem to spend their leisure time at home and outside the home.

How popular would the various activities listed be in Austria?

Are there any activities which you would include/exclude from a similar list for Austria?

How do you think statistics like these might be useful in marketing?

c. Medium-level secondary technical and vocational schools (Berufsbildende mittlere Schulen, Fachschulen)

As for the upper-level secondary technical schools, admission depends on successful completion of the fourth year of lower AHS or the Hauptschulen and, for many Fachschulen, the passing of the aptitude test is also required. Training is offered in the following areas: industry, trade, crafts, commerce, domestic science, tourism and catering, social work, agriculture, forestry, nursing and related occupations.

Depending on the technical field in question, the courses last from one to four years.

There is no common basic curriculum for these schools and English is taught either as a compulsory subject in certain schools where a good knowledge of foreign languages is essential (tourism, catering, commerce) or as a voluntary subject. Some schools do not have English in their curriculum. However, with the development of the Neue Hauptschulen where all children will take English as a compulsory subject, eventually all Fachschulen are expected to have

English as a compulsory subject, building on the knowledge acquired at the Hauptschulen.

Tertiary education

Universities

There are twelve universities in Austria, not including music and art academies. Of all school leavers with Matura, 70% go to university, 3% go to music and art academies, 16% to colleges of education, 1% to academies for social work, 3% do courses in physiotherapy and other medical areas, and 7% attend other courses (Kollegs, Lehrgänge etc). There is no limit on the intake at Austrian universities and the drop-out rate is about 50%. The two main university courses of English studies are:

a. Anglistik und Amerikanistik

This is taught at the universities of Vienna, Graz, Innsbruck, Salzburg and Klagenfurt. About 80% of the students in this field specialize in order to become teachers at AHS or BHS schools. Other areas of specialization are linguistics and literature. The minimum length of the course of studies is four years without teacher training and four and a half years for future teachers. The average length of studies is seven years.

The course consists of two parts, each ending with an examination - the first and the second Diplomprüfung. Passing 1. Diplomprufüng cannot be regarded as a graduation; it only entitles the student to start the second part which leads to the academic title Mag. Phil. Only after graduation can the candidate - if he so wishes - continue his studies for another two years (minimum) to obtain the doctorate.

Anglistik/Amerikanistik can only be studied with another subject and very often German or another language is taken by the students.

The 1. Diplomprüfung must be seen as a cumulative examination consisting of a number of examinations (language skills, linguistics, literature, general knowledge of British/American life, etc) which again are subdivided into smaller examinations.

The 2. Diplomprüfung consists of two parts, the first part again being a cumulative examination. If the student has chosen Anglistik/Amerikanistik as his 'first subject' (and not for instance German) he then - in the second part of the 2. Diplomprüfung - has to write a Diplomarbeit in English - a thesis of about 80-120 pages and sit two oral examinations. The reading list for students of Anglistik/Amerikanistik consists of about 150 authors, many of them listed with several of their works.

Students must register for up to thirty-four hours of lectures, seminars, etc per week.

b. Translators' and interpreters' course (Ubersetzer- und Dolmetscherausbildung)

This can be studied in Vienna, Graz and Innsbruck and consists of a general basic training (linguistics, scientific foundation of translation and interpretation work, law and commerce, etc); training in intermediary skills in two languages; culture and general background of the countries concerned. The minimum length of studies is four years, the average length is six years. There is a Diplomprüfung at the end of the first part of the studies and another at the end of the whole course. It is possible to specialize after

the 1. Diplomprüfung in translating or interpreting. A Diplomarbeit of about 100 pages has to be written and the candidate graduates with a Mag. Phil. About 80% of all students at the Institute take English as one of the two languages they have to choose.

c. Other English Language courses at universities

Apart from regular full-time courses of English studies, a number of universities offer additional individual English courses which can be attended by all students. These courses are either aimed at building up or developing the student's knowledge of the language on a general level or they specialize in English for specific purposes. The Institute for English Language at the University of Commerce and Economics (Wirtschaftsuniversität) in Vienna is quite outstanding in this respect, offering a very extensive programme of specialist courses at a high level. Although open to all students at the University, these courses are mainly attended by students specializing in trade and commerce who study two foreign languages as compulsory subjects anyway. The Technical University of Vienna, which at present is offering some courses in technical English, is planning to expand in the field of English for special purposes.

Other post-secondary studies (for 'Maturanten')

a. Teacher training (see p. 11)

b. Kollegs, Lehrgänge etc

For upper-level school leavers with Matura who do not wish to go to university, a number of training possibilities is available, preparing the students for certain technical, commercial or medical professions. Kollegs are generally attached to BHS schools and last for two years. English for special purposes is offered as an optional subject with the exception of the Kollegs for tourism or commerce where foreign languages are compulsory. Lehrgänge (courses of instruction) exist at the University of Economics and Commerce in Vienna where courses are offered for sales-promotion and marketing, tourism, export business, administration, hospital management, etc. In most cases, English is included in the curriculum.

Vocational training

Compulsory vocational schools (Berufsschulen)

These are attended by all apprentices and compulsory attendance is either on a day-release basis with one day a week being spent at the school or, alternatively, in the form of an eight-week full-time course per school year. The total length of the course depends on the duration of the training for a particular occupation (as a rule, three years).

In 1982/83, English was a compulsory subject for seven types of Berufsschulen in the field of trade and commerce, with about 14,000 apprentices attending. The communicative approach is stressed as well as English for specific purposes. For four other groups of professions (including catering trade and forwarding agencies) Introduction to Specific English was compulsory, with about 17,000 apprentices attending. At all other Berufsschulen, English is a voluntary subject. About 20% of all apprentices learn English.

As for Polytechnische Lehrgänge, it is planned that eventually English will become compulsory at all types of Berufsschulen.

Adult education

Adult education in Austria is highly developed and carried by a great number of institutions which offer a wide range of courses. The backbone of the adult education system is the Volkshochschulen (adult education colleges) of which there are 350 in Austria with 2400 local institutes. Most of them offer language courses and English is the top choice. The courses generally start at 'false beginners' level and carry on to medium level. The communicative approach and spoken language are stressed. Some courses lead to an examination and a certificate similar in status and design to the German model. English course books at Volkshochschulen include BBC's Follow Me by L.G. Alexander and Roy Kingsbury, pub. Langenscheidt; Meaning into Words by Adrian Doff and others, pub. Cambridge University Press; and On the Way by Richard Alexander and others, pub. Ernst Klett, Stuttgart. Apart from the Volkshochschulen, the most important other adult education organizations are:

The Wirtschaftsförderungsinstitut (WIFI) which is an institution of the Chambers of Trades and Crafts (Wirtschaftskammer) with about ten centres in Austria. They offer vocational training, supplementary training, management training and also English language courses for specific purposes.

The Berufsförderungsinstitut (BFI) which is the umbrella organization for all educational and vocational training activities of the Trade Unions and the Chamber of Employees and Workers (Arbeiterkammer). They also have about ten regional centres and their programme is comparable to that of WIFI in regard to English language teaching. They also run holiday courses in Britain for students and adults.

The Education Organization of Industry (Bildungswerk der Industrie) has its own foreign language institute (SPIDI) which runs English courses at all levels, including specialized courses.

There is a number of adult education organizations that put their emphasis on other areas apart from language teaching like the agricultural centres or the Education Centres set up by religious bodies.

All these organizations are sponsored by the Ministry.

Some Austro-British Societies provide English teaching as part of their activities. In Vienna this is highly developed, their teaching organization being geared to the Cambridge examinations.

Correspondence courses/distance learning

This area plays a minor role in the Austrian educational system, although some progress has been made recently. Distance learning exists mainly:

a. As an opportunity for adults who wish to prepare for the 'Matura' at one of the AHS-type of school for employed persons but who cannot attend because of distance problems. English is taught as one of the compulsory subjects. The same applies to private schools which prepare adults to take the 'Matura' as external students.

b. Within the framework of the Interuniversitäres Forschungsinstitut für Fernstudien (Inter-universitary Research Institute for Distance Study) based at the University of Klagenfurt, where certain fields of study (mainly postgraduate) can be taken up. However, no English programme has so far been developed.

c. Through radio and TV. For schools there is a radio programme on every weekday morning and twice a week this is a locally produced English teaching programme with a former British Council officer being closely involved. Similarly, on TV there is a daily programme for schools and English generally comes up twice a month. Each programme lasts for fifteen minutes. The BBC TV course 'Follow Me' is broadcast twice a week and the course-books (often with video) are used at Volkshochschulen.

d. Through contact between the Verband Wiener Volksbildung and the Open University, with the support of the British Council Vienna, which has recently been taken up with a view to starting a distance-learning operation at the Volkshochschulen.

Teacher training

Initial teacher training

Pre-service training can be divided into training for AHS and other upper-level secondary school teachers and training at Pädagogische Akademien (Colleges of Education) for compulsory-school teachers.

a. Training at university level

This has been explained above under Anglistik and Amerikanistik. The academic level is generally very good at all universities but up to the present paedagogics and practical teaching skills were only of marginal importance in the course of studies. The student teacher had to take exams in paedagogics and methodology and had to listen in on twelve lessons in each of his two subjects conducted by experienced teachers at an AHS. Having no practical teaching experience at the end of the course, the new teacher had to complete one 'Probejahr' (probationary year) at a grammar school, with frequent checking by inspectors, before being permanently employed.

New regulations for the practical training of student teachers have been worked out and are planned to come into effect from 1985/86.
The Probejahr will probably be cancelled and two other stipulations will be made for the course of studies:

i. A general training (lectures and seminars consisting of paedagogics, psychology, education, etc) followed by examinations.

ii. The much discussed 'Schulpraktikum' (course of practical teaching) consists of a more theoretical first part combined with micro-teaching and a second part of practical training at an AHS lasting eight weeks to the extent of ninety hours. The student will work closely together with a 'Betreuungslehrer' (tutor-teacher) in class and also take part in all teacher conferences and the planning of lessons. Students will be required to write reports suitable for use in seminars. For each subject, four lessons have to be prepared and taught without assistance. The evaluation of teaching abilities is done by the tutor-teacher.

There has been a lot of controversy among students and AHS teachers about these new regulations. On one hand the cancellation of the Probejahr at a time when teacher unemployment is a big problem is regarded as a great disadvantage. The Schulpraktikum on the other hand makes it necessary to find enough tutor-teachers prepared to take up this additional job, thereby disrupting their own teaching. Guidance and further training of tutor-teachers has also become a controversial subject as regards which institution (Pädagogisches Institut or university) is actually going to be responsible for this.

b. Training for compulsory-school teachers

Teachers of English for primary schools (Volksschulen), secondary modern schools (Hauptschulen) and Polytechnishe Lehrgänge are trained at Pädagogische Akademien and the Matura is a prerequisite for admission. There are fourteen Padagogische Akademien (Pädaks) in Austria; nine of them are Federal Institutes and five are Institutes set up by the Church. The course of studies for teachers at Hauptschulen lasts for three years; for primary school teachers it was up to two years but will be three years from 1985 onwards.

English is an alternative compulsory subject, the student choosing to teach German, English or mathematics at Hauptschulen and, for future primary school teachers, choosing English, Pre-School Education or Disturbances in Learning and Behaviour. In 1983, about 30% of the students at Pädaks (Lehramt für Hauptschulen) took English as one of their subjects.

To achieve competence in teaching English at Hauptschulen the future teacher is trained in listening comprehension, oral and writing skills and is provided with a knowledge of British and American culture, and an over-view of linguistic research relevant to the teaching of English. The basic active vocabulary of about 2,000 words should be built up to about 4,500. Emphasis is also put on grammar and pronunciation, note-taking practice, summary, précis, comments and composition. Communicative skills are of great importance.

Literature (novels, short stories, drama) is taught with emphasis on British and American twentieth century authors. The student is expected to read at least two works by British and American authors per term. For the final examination, the 'Lehramtsprüfung', the candidate has to present a reading list of at least ten works selected from the Institute's general reading list. A thesis in English of at least fifteen pages has to be submitted. The written examination (Klausur) takes five hours and consists of tests dealing with vocabulary, grammar, reading and listening comprehension, correction of faulty texts and open dialogue. The oral examination lasts a minimum of twenty minutes and a maximum of forty minutes. It consists of a dialogue in English between the examiners and the candidate concerning two questions put (in writing) to the candidate. The first question is based on a text and the candidates have to prove their communicative skills. The second question is based on the student's reading list.

The curriculum of the Pädaks is being revised but no details yet are available.

In-service teacher training

a. Training at upper-school level

This is provided by the following institutions:

i. Seminars for AHS teachers of English arranged by the Ministry of Education in co-operation with the British Council. In 1984/85 four such one-week seminars took place (two more were done by the Ministry in co-operation with the US Embassy), generally with two British lecturers recruited by British Council Headquarters, one resident British Council lecturer recruited by the British Council Vienna and with the participation of a member of the British Council staff. The Ministry pays a substantial subsidy to the British Council for each seminar. Participation for teachers is free of charge and the seminars take place during term time, teachers being given leave to attend. The seminars are always well attended (forty to fifty-

five people), the teachers coming from all parts of Austria. The subjects include English Usage, Classroom Techniques, Use of Modern Texts, British Literature, etc.

ii. Teachers' associations (Anglisten-Arbeitsgemeinschaften) exist in every Austrian province so that there are nine of them. They organize short one-day seminars about four to five times a year offering lectures, workshops etc. Some of them work closely with the newly created grammar school sections at the Pädagogische Institute (originally only for compulsory school teachers and not to be confused with Pädagogishe Akademien) others work quite independently. In Vienna, where it is easy for the teachers to get together, meetings of the Arbeitsgemeinschaften are sometimes organized ad hoc and in addition to previously planned events. In Vienna, they generally last only for three to four hours but take place more often. The expenses of the Arbeitsgemein-schaften are reclaimed from the Ministry at the end of the year. The British Council co-operates with these associations in various parts of Austria.

iii. In-service AHS-teacher training at Pädagogische Institute is a new invention which started in 1983/84. The new system is still in a stage of development, the Institutes having been set up originally only for the further training of compulsory-school teachers. The Pädagogische Institute offer bloc seminars lasting four days, courses that take place one or two hours a week throughout the school term or sometimes short half-day seminars. There is generally good co-operation with the teachers' associations and the British Council increasingly assists either with a member of the Vienna staff lecturing or with lecturers from Britain.

iv. The Interuniversitarian Research Institute for Distance Studies (IFF) at the University of Klagenfurt, the Austrian university which places greatest emphasis on all aspects of education, has been running pilot projects between 1981 and 1984 with about thirty to forty teachers of English and mathematics. In 1985 a new course will start, lasting for two years and open to all teachers of English (and maths) already teaching at a grammar school. These courses are not only meant for further education of teachers but also for further training of teacher trainers and tutor-teachers. The course consists of compulsory lectures, workshops, seminars, etc, of twenty-six hours per week over four semesters. The fee is low, travel and subsistence are provided by the school authorities. Teachers are given leave to attend.

b. Training for compulsory-school teachers

This is provided by:

i. The Padagogische Institute (and also at Vocational Pädagogische Institute) of which there are fourteen altogether in Austria. Apart from the English courses listed under iv. above), there are also general English courses open to all students at the Institute. Courses are also run for primary school teachers who need to be able to teach English in their own classes now that it has become compulsory.

ii. The annual British Council Summer School for teachers at Hauptschulen is sponsored by the Ministry of Education and organized and run by the British Council. In 1984 one Director of Studies and two other lecturers from Britain were recruited as well as two local British lecturers. The topics of the course were Spoken English, Contemporary Usage, Modern Methods of Teaching English, and Selections from Modern Literature. Forty participants were recruited from all over Austria. This is the only regular course of its kind for Hauptschullehrer.

iii. Anglisten-Arbeitsgemeinschaften of teachers at Hauptschulen and at primary schools exist in every province and, like those of the grammar school teachers, organize lectures and workshops lasting a day or half a day. The

British Council is in contact with some of them. Since the inspectorates at compulsory school level are not organized according to subjects, it is more difficult to compile a complete list of all the English teachers' associations at this level.

iv. See Section 9.

Professional associations and organizations

No associations comparable to TESOL or IATEFL exist in Austria. There are, however, teachers' associations (Arbeitsgemeinschaften) of teachers of English at different levels (see above). Some of these associations circulate information sheets or magazines on a very small scale.

3. TEACHERS OF ENGLISH

For some time now there has been a surplus of teachers in Austria and students are discouraged from taking up Lehramt - studies at the university or at Colleges of Education. Therefore there is very little opportunity for British teachers to find work at Austrian schools or universities outside official exchange schemes. However, there are some expatriate British teachers in almost every major city in Austria teaching at university and for AHS schools. Generally these teachers have been in Austria for quite some time and often are married to Austrians. (There are British lecturers at almost every university in Austria, on the official exchange Lektoren with a one-year contract.)

The British Council co-operates with the Ministry of Education in running English Language and Literature in-service teacher training courses for AHS English teachers and the Austrian British Council Summer School for teachers at Hauptschulen. Each year, some Austrian teachers attend the British Council Summer Schools in the UK and other British summer schools and courses. English Language Teaching and Literature lectures are given by the Representative at universities and other institutions - literature lectures within the British Council Centre Programme, at Austro-British Societies, at Volkshochschulen, etc. Increased British Council activity in teacher training is gradually being developed. British Council activities in this field are also mentioned in Section 8.

The general facilities available for the initial and further training of teachers of English are explained in paragraphs 2.4 and 2.8; teachers organizations also in Section 2.

4. MATERIALS SUPPORT

Teachers choose their course-books from a list of books centrally approved by the Ministry. All school-books are free of charge in Austria and there are no problems of supply. Additional audio-visual material can be borrowed from a central federal institute (Bundesstaatliche Haupstelle für Lichtbild und Bildungsfilm). This institute also has information about material available from other sources, e.g. the British Council, or from shops.

English textbooks are normally written by Austrian authors, sometimes with a British co-author, and the tapes and cassettes that go with the books are also

produced in Austria. Exceptions are possible if a book is tried out on a pilot project, as was the case with Kernel Lessons, and is then taken over into the list of approved books. Generally it can be said that all the teaching materials needed are easily available, although teachers are not always happy with the textbooks they have to use. To use other textbooks however is only a question of money, since all the approved textbooks are free.

There are English bookshops in most major cities in Austria (in Vienna two shops sell only English books) but every other good bookshop in the centre can offer a certain range of English books too or even has a special section for English books. Public libraries do not have any books in English but English scientific or other specialized literature can be found in university and other official libraries. English literature in translation is widely read and fully available.

Audio-visual materials, mainly films and cassettes, are used in Austrian schools and can be borrowed through a central federal institute. The material available at the British Council library is also used a great deal. Apart from taking out material on loan, schools buy material but the budget is small and teachers often complain that not enough equipment and cassettes are available; all in all, the situation is not very satisfactory.

5. EDUCATIONAL ADMINISTRATION IN RELATION TO ENGLISH TEACHING

Schools

The Federal Parliament, consisting of the National Council (Nationalrat) and the Federal Council (Bundesrat), is the decision-making body in regard to innovations and reforms of the Austrian school system. A two-thirds majority in the National Council is required for any act of parliament affecting the school system.

Legislation on educational matters and implementation in general is the responsibility of the Federal Ministry of Education (Bundesministerium für Unterricht, Kunst und Sport). In detail, the implementation of regulations is the task of each of the nine federal provinces, of which Vienna is one. The provincial governments are entrusted with passing by-laws and allotting funds for the maintenance of certain categories of schools. School administration and inspection in the provinces and districts, however, are carried out by federal school authorities, called provincial school-boards and district school-boards respectively (see below).

The overall responsibility for any matters concerning school education falls to the Federal Ministry of Education. It is made up of five sections and the so-called Präsidialsektion. Responsibilities of the various sections sometimes overlap, but the main areas (relevant for the teaching of English) are covered as follows:

a. Präsidialsektion: all non-university initial and further teacher training.

b. Sektion I: all general paedagogical matters and matters concerning all primary, secondary and higher general schools. This includes the subsections concerned with curriculum development, pilot projects (which are co-ordinated and developed in the Ministry's Centre for Pilot Projects and Educational

Development), in-service teacher training, the development and approbation of textbooks, audio-visual material and school radio and school television programmes.

c. Sektion II: vocational training, vocational/technical/commercial medium and top-level schools. This includes the subsections for initial and further teacher training and curriculum development.

d. Sektion V: adult education, initial and further training of teachers in this field.

School inspection

According to the Federal School Inspection Act of 1962, school administration and school inspection are carried out on behalf of the federal authorities at three different levels:

Federal Ministry of Education as the overall control.

Provincial school-boards (Landesschulräte) subordinate to the Ministry: one provincial school-board for each of the nine provinces, except Vienna where the Landesschulrat is called Stadtschulrat für Wien.

District school-boards (Bezirksschulräte) subordinate to the provincial school-boards: there are 115 district school-boards, at least one for each political district of Austria. In Vienna the district school-boards are subordinate to the Stadtschulrat.

In practice, school inspection of both public and private schools is carried out by provincial school inspectors (Landesschulinspektoren), district school inspectors (Bezirksschulinspektoren), compulsory technical school inspectors (Berufsschulinspektoren) and special inspectors (Fachinspektoren).

Provincial school inspectors are responsible for the inspection of upper-level secondary general schools (AHS), all categories of technical schools and Padäks. There are provincial school inspectors for the various types of school.

District school inspectors are subordinate to the provincial school inspectors and responsible for the inspection of all compulsory general schools. Compulsory technical school inspectors are responsible to the provincial school inspectors too, and responsible for the inspection of compulsory vocational school.

For certain subjects (e.g. foreign languages) or groups of subjects (e.g. natural sciences) there are special inspectors who are also responsible to the provincial school inspectors.

So there are overlaps in the responsiblities of inspectors working in certain areas or types of school and of those specializing in certain subjects.

Universities

Responsibility for the universities falls to the Federal Ministry of Science and Research (Bundesministerium für Wissenschaft und Forschung).

The universities are national establishments and are directly responsible to the Ministry for matters in the public sphere. The ministry is made up of three sections and the so-called Präsidial -und Rechtssektion.

Sektion I is concerned with the universities themselves and relevant matters such as administration, reform of administration and study reform.

Sektion II covers research matters and Sektion III the libraries.

The common legal basis of all study at university is the General University Studies Act of 1966 (Allgemeines Hochschul-Studien-Gesetz). It extends to all types of study and regulates the principles and objectives of the studies in general, the rights and duties of both students and teaching staff, admission requirements, examinations, etc.

The General University Studies Act regulates the individual study programmes on three levels:

The specific Studies Acts (Studiengesetze) passed by Parliament: these lay down the individual study programmes, their objectives, number and kinds of examinations, regulations for diplomas and theses.

The study regulations (Studienordnungen) of the Ministry which lay down the number of lessons for each subject.

The curricula (Studienpläne) produced by the academic authorities. Since 1969 these regulations have been devised by the study commissions (Studienkomissionen) consisting of three professors, assistants and students each.

Thus, the state decrees the structure and general principles of university study. Then the Ministry specifies the minimum number of lessons per semester for which a student has to register for individual courses in each of his subjects. Finally, the academic authorities are responsible for organizing the content and methods of the individual courses.

In all other matters, the universities are autonomous and their organs adopt legally binding administrative measures on the basis of existing legislation.

The University Organisation Act of 1975 covers the following points:

Freedom of academic research and teaching
Combination of research and teaching
Freedom of study
Preparation of budget estimates
Appointments of Professors and other staff
The awarding of degrees and diplomas
More participation of students and junior staff in academic decision-making and in study and research

The Act stipulated a new university structure with a basic division of the various faculties into departments (the English Department, or Institut für Anglistik und Amerikanistik as it is officially called, belonging to the Arts), and a Head being elected from the professors assisted by a Departmental Conference (Institutskonferenz). This Departmental Conference (including all professors, the same number of assistants and students, one representative from the non-academic staff), among other things, elects the Head of Department, and decides upon budget and staff appointments.

The Collegiate Faculty (Fakultätskollegium), as the superordinate faculty institution (including all professors of the faculty, half as many assistants and students and two representatives from the non-academic staff), sets up commissions and delegates to them the power of decision on matters such as budget and staff appointments.

At the highest level, the Academic Senate (Akademischer Senat, including the same number of professors, assistants, students and non-academic staff) is responsible for the running of the university, the co-ordination and control of its various institutions, budget matters, the conferring of honorary doctor's degrees, etc.

This three-level structure is headed by a Rektor, whose term of office is two years, preceded and succeeded by one year as Prä- and Pro-Rektor respectively, thus ensuring continuity. He is the official head and representative of the university and is responsible for the maintenance of order on academic grounds.

6. DEVELOPMENT AND PLANNING OF THE TEACHING OF ENGLISH

The Austrian state education system started with the school reform of 1774 under the Empress Maria Theresa when six years of elementary education became in theory compulsory. In 1848 a Ministry of Education was set up and the Gymnasium with eight grades and the Realschule (non-classical secondary school) with six or seven grades was created. The Realschulen were the first to teach a modern foreign language but French was generally preferred to English. Many private commercial schools developed in the years to follow and it was there and also in girls' secondary high schools that English gained a foothold. Nevertheless, as early as 1908 it was possible to do a Matura in English consisting of a translation into German. In 1908 the Realgymnasium was founded and for this type of school English became compulsory as a second foreign language (after Latin) in 1912.

The Imperial Education Act of 1869 had increased the duration of compulsory schooling to eight years and unified the entire system of compulsory education by setting up provincial and local Boards of Education. From 1918 onwards with Otto Glöckel (who was First Secretary in the Ministry of Education and later President of the Vienna Board of Education), a great school reform movement started in Vienna which still has great influence on today's paedagogical thinking. All children, regardless of sex or social status, were to be given the best possible educational opportunities.

Glöckel promoted teaching methods which took the child's mentality and every-day reality into consideration; he believed in democratic education and a common school for all children between ten and fourteen. In 1927/28 the elementary school was extended to provide compulsory education for the ten to fourteen-year-olds by establishing the Hauptschulen. In rural areas, however, (and to a very small percentage even up to our time) where it was difficult to set up a Hauptschule, children continued to attend primary school (consisting of a lower and upper bracket) only.

At Realgymnasia at this time English was taught in about as many schools as French; at girls' high schools English continued to dominate up to 1927/28. As far as non-academic secondary schools were concerned, there had been practically no English but some French as a voluntary subject. From 1927/28 onwards every Hauptschule had to offer one foreign language as a voluntary subject to enable gifted pupils to transfer to a Gymnasium without

difficulties. It took some time for English to establish itself but in 1936/37 there were in Austria 267 Hauptschulen where English was taught, 168 with French, 50 with Italian, 3 with Slovene and 2 with Hungarian.

The democratic development of the Austrian school system was interrupted in 1938 when Austria became part of Germany. After the Second World War the educational system was in total chaos. It was more or less reconstructed - by decrees at first - along pre-war lines but aiming at broader possibilities of schooling. In 1945 one modern language became compulsory for the first stream at Hauptschulen, with English advancing steadily.

At grammar schools the teaching of English definitely began to surpass French although there were, within Austria, regional differences with French still having a stronger hold over the western part of the country.

The Education Act of 1962 not only combined many aspects which had come into effect by decrees but also brought about other major changes (see also Section 5) which came into effect in the years to follow.

Among some differentiated grammar-type schools which all had one modern foreign language (generally English) as a compulsory subject, the Neusprachliches Gymnasium (modern language grammar school) was created with two modern languages being compulsory. The curricula of Hauptschulen and of the lower bracket of grammar schools were brought further into line to facilitate transfers. Compulsory education was extended from eight to nine years by introducing the Polytechnischer Lehrgang. A new form of teacher training for primary school teachers was created by setting up the Pädagogische Akademien (1968). From 1975 onwards (as a pilot project since 1971) compulsory secondary school teachers (Hauptschule) were also trained at Pädagogische Akademien. (Up to that date, teacher training for compulsory schools had taken place at Lehrerbildungsanstalten which were a special form of Gymnasium with one additional year leading to the Matura plus qualification for teaching at a primary school. Additional exams at a Pädagogisches Institut had to be taken to qualify for teaching at a Hauptschule).

The comprehensive discussion of educational reform which started in the 1960s resulted in the setting up of advisory bodies in the Ministry of Education in the 1970s: The School Reform Commission consists of members delegated by the political parties represented in the National Council, the provincial school-boards, and also of university professors of education.

The Centre for Pilot Projects and Educational Developments (Zentrum für Schulversuche) plays an important part in education reform. It consists of three sections located in Klagenfurt, Graz and Vienna. Klagenfurt is responsible for the planning, development and control of educational pilot projects with two subsections: English and Mathematics. The section in Graz deals mainly with the evaluation of the projects, with basic research work and with paedagogical psychology. The section in Vienna co-ordinates project work, and deals with documentation, information and publications.

The Commission for Consultation in Matters of Compulsory Technical Schooling consists of members from the Ministry of Education, from the Ministry of Trade and Industry, the Ministry of Social Administration and of representatives from other official bodies like the Trade Union, the Chamber of Commerce and the Association of Austrian Industrialists. It is a personal advisory body to the Federal Minister of Education.

Most of the pilot projects of the Zentrum für Schulversuche started in 1975/76 and were limited to 10% of all pupils. In regard to English some of the projects were: teaching English at primary school level; comprehensive

schools and the teaching of English as a compulsory subject (Projektgruppe 'Englisch an Gesamtschulen'); English for less-gifted pupils.

The results of the great number of projects and their evaluation materialized in the 7th Amendment to the School Organisation Act of June 1982. The most important changes brought about by the SCHOG 7 in the teaching of English are:

One foreign language (as a rule English) is now compulsory in the third and fourth years of primary school.

At Hauptschulen instead of two streams (with English having been compulsory only in the first stream) there are now sets and English is a compulsory subject. At the Polytechnischer Lehrgang English is one of the range of compulsory subjects and will eventually become compulsory for all. English is also to be introduced increasingly in vocational schools.

At university level a committee was established to advise the Ministry on university development (Arbeitsgemeinschaft für Hochschulentwicklung). The Universität für Bildungswissenschaften Klagenfurt, established in 1970, has a general brief to go into empirical and interdisciplinary investigations in the field of education. A pilot project concerned with Pädagogik und Fachdidaktik for AHS teacher trainers of English was carried out over a number of years. As a result of this a (further training) two-year university course for teachers of English is now being run at Klagenfurt University. The question of training teachers of English has been a point of discussion at Ministry level over a number of years (see p. 11).

7. ENGLISH OUTSIDE THE EDUCATIONAL SYSTEM

Apart from the numerous adult education institutions mentioned under Adult Education (see p. 10) offering English classes a number of private language schools exist in Vienna. The most important ones are Kautetzky, Berlitz, SPIDI, Inlingua. They all offer regular language courses but English literature is hardly taught as such.

There are two English-medium schools in Vienna: the American International School and the Vienna International School which previously was Vienna's English School. Both these schools are mainly attended by children of the international community. The Vienna International School is now situated in a new building near Vienna's International Centre.

8. BRITISH SUPPORT FOR THE TEACHING OF ENGLISH

The British Council in Austria has no direct teaching centre and there are no Council-employed or Council-sponsored English teaching staff at other institutions. Apart from British lecturers recruited through the Lektorship Scheme (there were seven of them in 1984/85 at Vienna University, University of Economics Vienna, Graz University, Klagenfurt University, Innsbruck University, Salzburg University), a number of other expatriate teachers are teaching English at Austrian universities and schools. The number of British Exchange Assistants placed at AHS schools is increasing every year; there were about a hundred in 1984/85. There are also a few exchange teachers in Austria and both groups are recruited through the Central Bureau for Educational Visits and Exchanges.

Council support is mainly in in-service teacher training whereby the following seminars are financially supported by the Ministry of Education:

1. One-week seminars for teachers of English at AHS schools taking place during term-time and organized by the Ministry are held four times a year. Two lecturers from Britain (one of them Director of Studies) are recruited through the British Council HQ. Two British lecturers resident in Austria are recruited through the Vienna office. At the Literature Seminar the Representative acts as Director of Studies. There are about forty to fifty participants at these seminars.

2. Austrian two-week British Council Summer School for teachers of English at Hauptschulen organized by the British Council Vienna. Three lecturers from Britain (one of them Director of Studies) are recruited through HQ. Two local British lecturers are recruited through the Vienna office. There are forty to fifty participants each year at these seminars.

3. Short (one-day) seminars of the regional teachers' associations. The Representative is frequently invited to lecture at these seminars. Topics cover a wide range.

4. At the request of official bodies - universities, school boards - the BC assists in the setting up of seminars, mainly by recruiting lecturers from Britain (or Representative lecturing) and offering a modest travel grant. Examples:

February 1985: Professor Sinclair, Birmingham, seminar at the University of Vienna.

October 1985: a seminar organized by the Vienna School Board with Representative lecturing. This is a joint activity with the US cultural section.

February 1986: a seminar on CALL organized by the Vienna School Board/ Pädagogisches Institut with lecturers from Britain.

5. See Section 9.

British teaching materials (tapes, cassettes, films, readers and course-books) can be borrowed from the British Council library. They are often used as additional support for teachers. However, for regular teaching purposes in schools only approved material can be used. A number of British course-books have been adapted and re-published in Austria and can be found on the list of approved books. Some of these are: Alexander: Look, Listen and Learn; Alexander: New Concept English; O'Neill: Kernel Lessons, Success with English.

9. AMERICAN SUPPORT FOR THE TEACHING OF ENGLISH

Similar to British support, American support exists mainly, although to a lesser degree, in the area of in-service teacher training. In 1984/85 there were two American Ministry-supported seminars for AHS teachers of English dealing with background studies. One seminar for teachers of English at Hauptschulen is organized each year in May in co-operation with the Pädagogisches Institut in Linz. The British Council co-operates by finding and supporting two British lecturers for the staff of the seminar.

There is also American support for short seminars organized by teachers' associations and Pädagogisches Institut often with the British Council assisting in the programme.

An American international seminar (Contemporary American Literature: New Perspectives) which took place in Salzburg 7-21 June 1985 received British Council support through a travel grant that was given to a participating British lecturer (Dr R. Lawson-Peebles, Aberdeen).

10. OTHER AGENCY SUPPORT

None.

11. COMMERCIAL OPPORTUNITIES

As pointed out before, the use of English teaching materials in schools is governed by the lists of officially approved teaching aids and very little divergence from this is possible. Nevertheless, the British Council is promoting material through ELT-book exhibitions on seminars and by inviting the two main English bookshops in Vienna to sell books at the seminars.

Since September 1984 the British Council, Vienna, has organized regular meetings with booksellers who sell British books to discuss problems and to improve sales of all books, including ELT.

Home computers are still very little used in Austria and the use of computers in schools has up to now also been limited to certain types of schools and areas. However, from September 1985 over 500 AHS schools in Austria will have microcomputers on their premises and computer studies on their syllabus. Therefore, software for school computers certainly provides an area where the market could be developed. The same could apply to courses in Britain on the use of microcomputers in schools, provided their prices were compatible with what is offered in Austria in this respect.

In general, English language courses in Britain are always appreciated by teachers, students and other people. The British Council is very active in promoting them, although here again, the prices are regarded as very high. A very high percentage of all enquiries answered by library staff deals with ELT courses in Britain.

12. CREATIVE WRITING

The main writers' associations in Austria are the Oesterreichische Gesellschaft für Literatur, the Grazer Atorenversammlung and the PEN Club which is the only international one. Apart from the Austrian Auden Society no other literary society dedicated to British writers is known to us. Although there are no literary prizes awarded especially for original work in English there does exist the official Oesterreichischer Staatspreis für Europäische Literatur which was awarded in 1982 to Doris Lessing.

There are about eighty notable Austrian book publishers and of these

approximately sixteen are mainly concerned with works of literature. German publishers, of course, are very strongly represented on the Austrian market.

Representatives of British publishing houses (Penguin, Fontana, Cambridge, Collins, etc) come to Vienna regularly on promotional visits generally in co-operation with the main British bookshops in Vienna: British Bookshop - Blackwell & Hadwiger GmbH and Shakespeare & Company. British authors are also invited and the British Council assists by arranging talks and meetings with the authors (recently including Drabble, O'Brien, Bainbridge, G. Swift) on British Council premises.

British literature in translation is widely read but also original British works are adequately available.

13. CURRENT RESEARCH

Austrian universities are governed by the constitutional principle that 'research and teaching shall be free'. This means that in matters of research and teaching the universities are autonomous and act upon the advice of their own decision-making bodies on the basis of existing laws and without interference from outside.

University research posts are organized in four categories as follows:

Full professors (Ordentliche Universitätsprofessoren)
Other professors (Ausserordentliche Universitätsprofessoren)
Senior lecturers/readers (Universitätsdozenten)
Lecturers/assistant lecturers (Universitätsassistenten)

The latter have to submit a dissertation (Habilitationsschrift) on a subject relevant to their future field of research before they can be appointed senior lecturer.

In addition there are non-research teaching posts (Lektoren).

The following figures indicate the number of full professors and other professors for English language and literature at the English Departments of the Austrian universities.

University	Full professors	Other professors
Graz	3	1
Innsbruck	3	1
Klagenfurt	3	-
Salzburg	3	-
Vienna	4	1

Although there is apparently much research going on in English language and literature, some of the English departments are reluctant to offer information on research in progress. Therefore the following survey must not be considered complete.

In linguistics, current research includes: contrastive grammar, first language interference, a comparative study of Gerund, Infinitive and Present Participle and their German counterparts, Middle English, especially syntax and semantics, the acquisition of English pronunciation, data-based comparison of the phonemes of various languages, contrastive economic terminology, English economic terminology, contemporary English lexicon, Old English lexicology, the relationship between language and politics, common knowledge about language, language and music, the acqusition of the English verb system.

Literary research includes individual writers (George Eliot, T. S. Eliot, Shakespeare, Richardson, Rolle, Traherne, Lord Byron, Marlowe), the English novel in the eighteenth century, English satire, the literature of the Renaissance, a comparative study of Austrian, British and American literature, Stefan Zweig and English literature, Austrian writers who were in exile in England during the Second World War, contemporary Scottish literature, Anglo-Irish literature.

There are also some educational research projects on English teaching at secondary schools and universities, achievement tests for prospective students of English, analysis of Austrian textbooks of English, contrastive, linguistics and error analysis, L2-acquisition and general theory of learning, a concept for the development of self-study material in English, paedagogics and ELT.

Relevant research libraries exist, of which there are two big libraries and a number of smaller ones relevant for English studies.

The biggest is the Austrian National Library (Oesterreichische National-bibliothek) with a stock of 2.4 million volumes and 15,300 periodicals. Many of the books are in English but no figures are available of those dealing with English language and literature exclusively.

The second largest is the library of the University of Vienna (Universitäts-bibliothek Wien) with a stock of 2 million volumes and almost 5,000 periodicals.

The library of the University of Graz has a stock of 1 million volumes and 2,400 periodicals, the library of the University of Innsbruck has 940,000 volumes and 3,300 periodicals, followed by the library of the University of Salzburg with 430,000 volumes and 2,700 periodicals and the library of the University of Klagenfurt with 350,000 volumes. Again, no separate figures are available on books dealing with English language and literature.

University of Innsbruck:

Contact between the Institute of Applied Language Studies, University of Edinburgh. A project with fifteen Austrian students is planned in co-operation with Edinburgh. It should start in Spring 1986 and will consist of a series of 'Landeskunde' projects.

Apart from the big university libraries, each English department has its own departmental library (Institutsbibliothek). Their stock covers books on linguistics, English literature, British culture and institutions, literature of the Commonwealth countries, English teaching, periodicals, records, cassettes, video-cassettes, films and slides. Most of the written material is available in English, but there is also some material in German.

According to the most recent figures, the libraries of the English departments have a stock as follows:

English Department	Books (vols)	Periodicals
Vienna	50,000	57
Salzburg[1]	33,800	227
Graz	31,000	90
Innsbruck	20,800	20
Klagenfurt	no figures available	

[1] Figures indicate the total of material available on both English and American literature.

During the last financial year (31 March 1984 - 1 April 1985) the number of British Council visitorships and specialist tours concerned with English studies was thirteen.

There are close contacts between some Austrian and British universities in the field of English studies. Those contacts known to us, are in the following English departments:

University of Salzburg: links with the Oxford Polytechnic and Holloway College which mainly serve the exchange of students.

University of Graz: links with King's College (Aberdeen), Oxford Polytechnic (exchange of students), St Cuthbert's College (Durham), Queen's University (Belfast), University of Coleraine (Londonderry).

Apart from active personal links, other links do exist but as with information on their current research, certain English departments are curiously reluctant to make them known.

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Weiterbildung an den Universitäten
Bundesministerium für Wissenschaft und Forschung, Wien 1984

14. GENERAL STATEMENT

The 1982 amendment to the Schulorganisationsgesetz has brought about some very important changes in the teaching of English the results of which will only fully be felt in the years to come. Eventually all Austrian children will study English at all levels of school. The traditional way of teaching English with much emphasis on grammar, writing and reading is officially being replaced by modern methods of communicative language teaching and will gain more ground in future with a new generation of young teachers coming up. That the Austrian school system is centrally organized helps to put new ideas into effect at once all over the country. On the other hand this accounts for a certain rigidity and scepticism about new and not officially approved ideas and methods of teaching.

At university level it is to be hoped that the new Pädagogikum will help the young teacher to start his career with a greater insight into what teaching really means. The next generation of AHS teachers should have, in addition to their academic training, a reasonable amount of practical experience when they start teaching.

At present the Austrian education system is in a state of change and development, tending towards new experiments, innovations and new ideas but also held back by tradition and a rather rigid administration.